

ED 030 505

RC 003 473

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Bilingual Education--A Look Ahead.

Pub Date [69]

Note -5p.

EDRS Price MF -\$0.25 HC -\$0.35

Descriptors - *Bilingual Education, Bilingualism, *English, Legal Problems, Mexican Americans, *Spanish, *Spanish Speaking, Statistical Data, Teacher Education, *Teacher Supply and Demand

Bilingualism is defined as the ability of a person to function well in all skills of 2 languages and understand and accept the cultures of both languages, thus being a contributing member of his society. Bilingual teaching means concurrent use of 2 languages as a media of instruction in any or all of the school curriculum except the actual study of the languages themselves. Objectives of a bilingual program include (1) achieving satisfactory learning in all subjects, (2) developing proficiency in the skills of both English and Spanish, and (3) giving the child personal adjustment in the environment of his 2 cultures. The 3 problems which hamper the rapid development of bilingual education are (1) legal obstacles, (2) lack of materials, and (3) lack of qualified teachers. It is estimated that by 1970, 100,000 bilingual teachers will be needed to meet the dimensions of a bilingual education program. Various statistics are given throughout the document. (CM)

[1969]

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BILINGUAL EDUCATION--A LOOK AHEAD

The enactment of the Bilingual Education Act of 1968--Title VII, Elementary and Secondary Education Act--thrust a national legal and moral commitment for bilingualism into the hands of the educators of our country. Bilingualism is not new to us, but the recognition of its value has never extended beyond a few people who desired it for academic or business or personal purposes. Our basically monolingual-monocultural society is the byproduct of early concepts of isolation--political, geographic, cultural. The idea that bilingualism has its greatest wealth in the communication between peoples at all levels of life has never taken hold.

What is bilingualism? Bilingualism, in its true sense and as the outcome of a well-planned educational program, must be defined as the ability of a person to:

Function well in two languages.

Be a contributing member of his society.

The person performs well in all the skills of both languages, understands and accepts the cultures of both, and becomes well-adjusted as a result. And here we are talking about each youngster being bilingual--the youngster whose mother tongue is English learning and using another language in school, and the youngster whose mother tongue is other than English retaining his mother tongue and learning and using English in school.

Bilingualism must not be confused with second language teaching as such. Bilingual teaching means concurrent use of two languages as a media of instruction in any or all of the school curriculum except the actual study of the languages themselves. In a specified classroom, for example, equal time might be devoted to instruction of all subject areas in both English and

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Spanish. In addition, special time would be set aside for teaching language itself, English and/or Spanish. Bilingualism is not foreign language teaching. It is ordinary curriculum of any school taught by the regular teachers who happen to be fluent, educated speakers and writers of the other language. They are foreign language medium teachers, not foreign language teachers as we use the term.

The objectives of a bilingual program, if considered strictly from the standpoint of the development of the child, are as follows:

To achieve satisfactory learning in all subjects of the curriculum.

To develop proficiency in the skills of understanding, speaking, writing, and reading in two languages.

To give the child personal adjustment in the environment of his two cultures.

The first objective becomes most important to the over 2 million school age children with a Spanish-speaking, Mexican cultural background in the five Southwest States (Arizona, California, Colorado, New Mexico, and Texas) when you look at the statistics of educational achievement for most of these youngsters. The National Education Association reported that for the year 1960 in those States, 19.3 percent of the general population had less than 8 years of school while the White Spanish Surname percent was 52.9.

Dr. Tom Carter of the University of Texas at El Paso in a book to be published soon estimates that 80 percent of the Mexican-Americans that begin school in Texas do not graduate. The Los Angeles City Schools, with the largest concentration of Mexican-American in the country, reports that in two of their high schools with heavy Mexican-American student population, the student loss rate exceeds 50 percent.

Dr. Sabine Ulibarri of the University of New Mexico paints the need so clearly, "In the beginning was the Word. And the Word was made flesh.

It was so in the beginning and is so today. The language, the Word, carries with it the history, the culture, the traditions, the very life of a people, the flesh."

Commissioner Harold Howe in his keynote address before the National Conference on Educational Opportunities for the Mexican-American in April cited this reason along with the educational needs for moving into a massive bilingual education program. "What I see as the third advantage of bicultural, bilingual programs for Anglo as well as Mexican-American children may well be the most important for our country. The notion of cultural superiority has seriously harmed the United States in this century in its dealing with other peoples. . . If we are to gain the friendship of the new nations, and strengthen our ties with much older nations. . . we must give our children the ability to move with ease and respect in cultures other than their own."

The need for bilingual education is not a geographic one. Present estimates are that there are over $5\frac{1}{2}$ million Mexican-Americans in the five Southwest States, over $1\frac{1}{2}$ million Puerto Ricans in the Northeast and central areas of the country and well over $\frac{1}{2}$ million Cubans predominantly in the Southeast. This suggests a total population in excess of 7 million with the need for a bilingual education program of Spanish and English.

There are three problems that hamper the rapid development of bilingual education in our schools. The first is the legal obstacle. In most States there is a law forbidding instruction in other than English. This restriction exists in all of the Southwest States except California where, in 1967, a law "permitting" instruction in other than English was passed. In Texas, by authority of the Commissioner of Education, schools designated as experimental may use languages other than English for instructional purposes. But there is a real need to legally encourage instructional programs in languages other than English.

The second problem is the development of materials. This problem is getting more attention. Materials for use in elementary schools--the area which I believe needs the greatest focus for the next decade--have been developed out of the experiences of the Coral Way School in Miami. The Southwest Educational Development Laboratory in Austin has also worked out a bilingual program with materials for use in San Antonio and other schools. The Foreign Language Innovative Curricula Studies in Michigan has developed materials for use at the elementary grade level in selected Michigan schools with Spanish-speaking students. The creation of materials, unfortunately, has outrun the preparation of teachers--the third problem.

I estimate that we will need 100,000 bilingual teachers by 1970 to meet the dimensions of a bilingual education program which will start the United States on a road toward becoming a bilingual-bicultural nation. I see no reason why such a goal can not be realized. If we put the same commitment and resources behind this objective we put on the training of teachers of new mathematics a few years ago there will be no difficulty.

Some of the instruments for teacher preparation are already with us. The Education Profession Development Act has a specific responsibility to prepare teachers for new directions in education. When this program is coupled with the already existing resources of other Federal programs, an effective teacher preparation program with all of its ingredients--curriculum, materials, instructional techniques can be coordinated. What is needed is a change in priorities by state and local school agencies. An example of such a priority decision in the High Intensity Language Training (HILT) Project of the Teacher Corps this summer. Sixty Third Cycle Interns, who will be assigned schools with substantial Spanish-speaking children, are going through a seven week language and culture program designed to provide them with a competency in

Spanish for communication with the children and their parents. Such a project opens an avenue for a similar training program--both pre-service, like this, and in-service. It is this type priority change that must come as we mount a nation-wide action-oriented focus on bilingual education.

Enough has been done in research, experimentation and study for us to begin. The ultimate goal is simple. The development of a nation of literate, educated bilinguals. Perhaps this will be the most important contribution our country can make toward human understanding and world peace.